Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Korean to interact with teachers, peers and others, and to exchange ideas, experiences and interests. They pronounce polysyllabic words that involve syllable-final consonants (받침) such as 먹고, 어떻게 and 축하합니다 as 먹꼬, 어떠케 and 추카함니다, applying relevant pronunciation rules with some accuracy. When interacting, they initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and ask and respond to questions (for example, 왜 한국어를 배워요? 방학 때 뭐 할 거예요?). Students clarify answers or instructions (for example, 무슨 뜻이에요? 다시 말해 주세요) and ask for and give opinions (for example, 어떻게 생각해요?; 제 생각에는...; ...인 것 같아요). They describe plans (for example, 한국에 갈 거예요) and ask for suggestions (for example, 무엇을 할까요?). They locate and evaluate factual information in texts and create informative and imaginative texts in a range of modes using multimodal or conventional formats. Students explain reasons for actions and show contrasts between feelings or facts, using conjunctive suffixes (clausal connectives) such as –어/아서 and –지만 (for example, 소라가 좋아서 한국어를 배웠어요; 모자가 예쁘지만 너무 작아요). They use humble/honorific words or honorific particles such as 진지, 드리다 and –께 appropriately, and use some basic onomatopoeic and mimetic words such as 똑똑 and 콜콜 to create expressive effects and engage the interest of the audience. Students use cohesive devices, for example, conjunctions (such as 그리고, 그래서, 그러나, 그런데, –고, –어/아서, –지만), adverbs of frequency (such as 가끔, 보통, 자주, 언제나), time (such as 벌써, 아직) and direction (such as 쭉, 곧장) and the agreement among honorific elements, at sentence level (for example, 할머니께 꽃을 드려요) and throughout the text by using the informal polite style ending –어/아요. They use a range of case markers and particles such as –의, –(으)로, 와/과, –부터 and –까지 (for example, 소라의 생일, 색연필로, 왼쪽으로, 불고기와 김치, 아침부터 저녁까지) and location nouns attached by –에 to indicate relative locations (for example, 책상 위에 ..., 상자 안에 ...). Students use some complex structures in verb phrases such as –어/아 주다, –고 있다, –(으)ㄹ 줄 알다, –(으)ㄹ 수 있다 and –어/아 보다 as set phrases. They form questions using a range of question words such as 언제, 어디, 어떻게, 어느 and 무슨, and modify nouns using an adjectival form of a descriptive verb suffixed by –(으)ㄴ (for example, 착한 사람). Students write loan words from English in Hangeul and compare their original pronunciation and how they are pronounced as loan words in Korean (for example, 테니스, 포크). They translate across languages, paraphrasing or annotating words or expressions where equivalence is not possible, such as 정들었어요, 세배 or 'mufti day'. They recount their reactions to intercultural experiences, describing and reflecting on aspects that do or do not fit with their own sense of identity.

Students identify grammatical elements such as case markers, particles, suffixes and verb endings from simple Korean sentences, and compare how grammatical functions of nouns and verbs are determined in Korean and English sentences. They provide examples of the Korean honorific system that works at grammar and word levels (for example, 진지 드세요) and illustrate how politeness and respect are important aspects of Korean language and culture. Students differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing. Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject–object–verb/subject–verb–object constructions. Students identify and reproduce characteristic grammatical features in familiar texts. They vary their language use and make choices of linguistic features, such as the use of polite forms, according to the context. They provide examples showing that Korean is a language for local, international and virtual communication and that it continuously changes as society and culture change, impacted by globalisation and new technologies. Students explain how cultural values and ideas are embedded in language and communicative behaviours. They give examples from their own language/s and cultural behaviour/s which may be interpreted differently from other cultural perspectives and give such possible interpretations.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 7 and 8 Level Description

The nature of the learners
These years represent a transition to secondary school and students in this pathway are continuing to study Korean, bringing with them a capability to communicate with some assistance about their immediate world and Korea. They have experience in analysing the major features of the language system and in considering intercultural exchanges and their role in these.

Korean language learning and use
Learners use Korean for classroom interactions and transactions in a variety of tasks in different modes that involve spoken and written Korean. They have extra opportunities to use Korean by a purposeful integration of the use of virtual communication. They present, explain, and compare information, opinions or ideas, on their current interests or topics drawn from other learning areas, practising language forms and developing cultural understanding, working both independently and collaboratively. They use primarily modelled and rehearsed language for planning, problem-solving, decision-making and reflecting, with increasing personal and original use of vocabulary, and experiment with known grammatical forms and structures to use them with increasing independence in familiar and unfamiliar contexts. They explore and reflect on their own and others' intercultural perspectives and practices.

Contexts of interaction
The primary context for interaction remains the Korean language class; however, there may be opportunities for interacting with peers in Korea and with other learners of Korean, for example, through technology or sister-school relationships. Learners may have extra access to Korean speakers through media and community events and resources.

Texts and resources
Learners work with a broad range of texts and resources specifically designed for learning Korean in school contexts, such as textbooks, readers, videos and online materials including those developed for computer-supported collaborative learning. They may also access authentic materials created in Korean for general audience within Korea as well as in international contexts, with subtitles as necessary, such as songs, stories, films, websites, advertisements and magazines.

Features of Korean language use
Learners expand their range of vocabulary to domains beyond their personal interests. They use a range of grammatical forms and structures to convey more complex relationships between ideas and events, developing awareness of how language structures and features build up textural features. They use descriptive and expressive language including onomatopoeic and mimetic words to create expressive effects and interests. They pronounce sounds at syllable boundaries with increasing accuracy, applying relevant Korean pronunciation rules. They are increasingly aware of connections between language and culture, noticing, for example, politeness expressed in cultural practices as well as embedded in Korean grammar and vocabulary systems, and the choices of polite language determined by age and social relationships. They reflect on how language changes with social cultural changes and on their own language and culture. They have increasing awareness of their identity as users of two or more languages and reflect on the impact of intercultural experiences on identity-shaping.

Level of support
Learners need continued scaffolding, modelling and material support particularly at the paragraph and entire text level for written language and for developing fluency and accuracy in spoken language. Explicit instruction of grammatical features and modelling will be effective for their development of metalanguage use and expansion of metalinguistic knowledge of Korean. Learners are encouraged to be autonomous and to self-monitor in task-based activities integrated with implicit form-focused learning approach. Learners continue to use dictionaries with teacher support with increasing independence and to access word lists, charts and examples to enrich their receptive and productive language use.

The role of English
Korean is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions, and encouraged to be used for learning new content drawn from other learning areas as long as its conceptual demand and complexity is within students' linguistic scope in Korean. English continues to be used for more complex elements of instruction and explanations, and for more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning Korean.

Year 7 and 8 Content Descriptions

Communicating		Understanding

Communicating

Socialising

Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest.
[Key concepts: respect, significance, experience; Key processes: exchanging, connecting, explaining, using communication strategies]

Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions.
[Key concepts: collaboration, priority, alternatives; Key processes: planning, discussing, negotiating]

Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses.
[Key concepts: responsibility, mindful learning, exchange; Key processes: eliciting, monitoring, reflecting]

Informing

Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts.
[Key concepts: information, data; Key processes: classifying, summarising, evaluating]

Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes.
[Key concepts: leisure, travel; Key processes: summarising, reporting, using multimedia presentation technology]

Creating

Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences.
[Key concepts: expression, imagination, humour; Key processes: expressing, comparing, analysing, reflecting]

Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts.
[Key concepts: imagination, amusement, expressive language; Key processes: character and context building, creating]

Translating

Compare own translation of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages.
[Key concepts: culture, equivalence; Key processes: mediating, interpreting, translating]

Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning.
[Key concepts: equivalence, culture; Key processes: identifying, explaining, designing]

Reflecting

Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use.
[Key concepts: social context, comfort/discomfort, intercultural communication; Key processes: monitoring, analysing, adjusting]

Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture.
[Key concepts: identity, significance, perspective; Key processes: explaining, discussing, reflecting]

Understanding

Systems of Language

Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language.
[Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules]

Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech.
[Key concepts: parts of speech, grammatical structures, syntactic relationship, honorifics; Key processes: applying rules, categorising, explaining]

Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation.
[Key concepts: culture-specific words, idioms, expressiveness; Key processes: predicting, applying, selecting]

Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved.
[Key concepts: coherence, cohesion, text conventions; Key processes: describing, analysing, experimenting]

Language variation and change

Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants.
[Key concepts: context, negotiation, interrelationship; Key processes: comparing, connecting, reflecting]

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language.
[Key concepts: globalisation, influence, digital media; Key processes: researching, explaining, reflecting]

Explore the power and influence of language in local and global contexts.
[Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting]

Role of language and culture

Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures.
[Key concepts: norms, beliefs, value system; Key processes: analysing, interpreting, reflecting]